

ELL Common Entrance & Exit Criteria



Giving something extra puts students on top!

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ELL Advisory Subcommittee Members

- Oralia Cooper, Title III Consultant
- Alaina Dague, Intern to Shereen Tabrizi
- Jackie Moase-Burke, Oakland County
- Sara Rainwater, Genessee ISD Consortia
- Dr. Shereen Tabrizi, Manager, Special Populations
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OFS MISSION

Accelerate student achievement
through school improvement
by working as partners to
maximize the allowable use
of supplementary resources.



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Breaking News



- Phase In: Spring & Fall 2012
- Seeking Feedback
- Survey following today's participation

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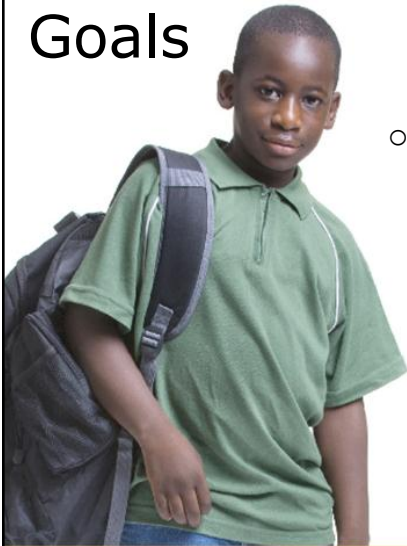
Goals



- Adhere to federal requirements in establishing common entrance and exit criteria for LEP/ELL.



Goals



- Accomplish objective 3.d of the Title III Strategic plan: Develop state approved models of entrance & exit criteria for Title III eligibility.



Subcommittee Procedure

1. Surveyed LEAs, ISDs, PSAs and Consortia to gather information on current practices

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Subcommittee Procedure

2. Gathered information including:
 - research on ELL assessments
 - other state examples
 - technical information on assessments

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Subcommittee Procedure

3. Set criteria for selection of approved assessments



Subcommittee Procedure

4. Analyzed research and technical findings



Subcommittee Procedure

5. Created documentation for the ELL Advisory committee's review and for the field



Legal References

LIMITED ENGLISH PROFICIENT—The term 'limited English proficient', when used with respect to an individual, means an individual—

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

TITLE IX of ESEA —SEC. 9101



Legal References

To be classified as LEP, an individual must meet the criteria of A, B, C and D in the definition on the previous slide.

- To meet the criteria for C, an individual can meet the criteria of any of i, ii or iii.
- If the criterion to meet C is ii, then the individual must meet the criteria of both I and II.
- To meet the criteria for D, an individual must be denied one of the three listed, i or ii or iii.

(EDFACTS, 2011)



Legal References

It is the definition of Limited English Proficient that guides the Entrance and Exit criteria needed for qualifying for *alternative language programs*.



Legal References

- 1) The student must obtain proficiency on the state standardized assessments as required by Title I of ESEA, Section 1111(b)7.



Legal References

- 2) LEP students must be able to meet the same challenging standards that are required of all students Title I of ESEA, Section 1111(b)1 and 1111(b)3.



Legal References

Title III. Section 3116. Local Plans

(d) Each local plan shall also contain assurances that –

(2) The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this grant;



Legal References

Title III. Section 3116. Local Plans

(d) Each local plan shall also contain assurances that –

(4) The eligible entity will ensure that the programs will enable children to speak, read, write and comprehend the English language and meet challenging State academic content and student academic achievement standards;



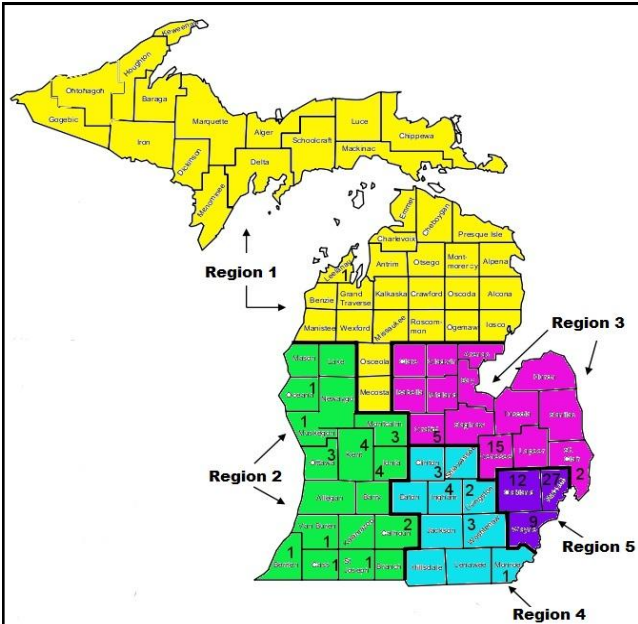
Limited English Proficient & English Language Learner Terminology

LEP & ELL

- Used interchangeably
- LEP: federal & state legal term
- ELL: common alternative term



Survey Responses



Alternative Language Program

Basic and Alternative Language Services

- Students who meet the criteria of Limited English Proficient must be provided **alternative language services** in addition to the **basic**, local board of education adopted, education that all students in the LEA receive.

EQUITABLE SERVICES



Alternative Language Program

Basic and Alternative Language Services

- This alternative language service program must provide *meaningful access* to the core curriculum and provide *direct* English language instruction.

EQUITABLE SERVICES



Alternative Language Program

"Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

From the OCR May 25, 1970 Memorandum

EQUITABLE SERVICES

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Alternative Language Program

Layers of Instruction

4th - Title III supplemental services beyond the 1st & 2nd layers: must include additional direct instruction that helps close the achievement gap, professional development, and parent outreach

3rd – Supplemental support from Title I and 31Aa

LEA General Fund
Responsibility

2nd – OCR mandated alternative language program that provides students English language instruction and meaningful access to the core curriculum (1st layer)

1st – Basic, local board adopted curriculum that all students receive.

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Supplement, not Supplant Requirement

Questions to Ask When Considering Whether Title III Funds Can be Used

1. What is the “basic” instructional program/service provided to all students?
[Board of Education adopted]

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Supplement, not Supplant Requirement

Questions to Ask When Considering Whether Title III Funds Can be Used

2. What does the LEA do to meet *Lau* requirements [alternative language program]?

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Supplement, not Supplant Requirement

Questions to Ask When Considering Whether Title III Funds Can be Used

3. What services is the LEA required by other Federal, State, and local laws or regulations to provide?

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Supplement, not Supplant Requirement

Questions to Ask When Considering Whether Title III Funds Can be Used

4. Was the program/service previously provided with State, local, and Federal funds?

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Supplement, not Supplant Requirement

Based on the answers to the above questions, would the proposed funds be used to provide an instructional program/service that is in addition to or supplemental to an instructional program/service that would otherwise be provided to LEP students in the absence of a Title III grant?

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1974

Lau v. Nichols, 414 U.S. 563

There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum – for students who do not understand English are effectively foreclosed from any meaningful education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.

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Castañeda vs. Pickard's guiding questions:

- Is the programming based on **sound educational theory**?
- Is the program designed for **effective implementation** including but not limited to adequate support, staffing, and resources?



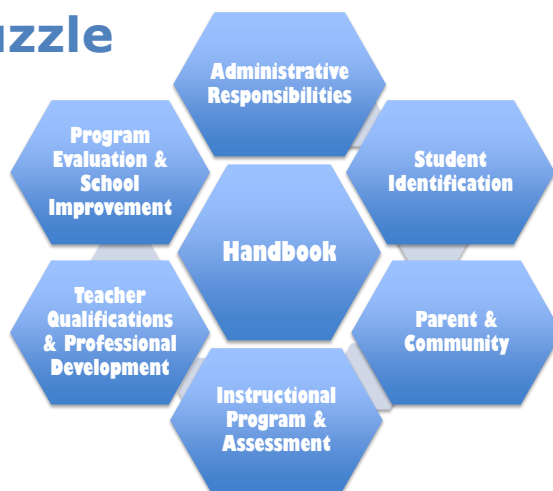
Castañeda vs. Pickard's guiding questions:

- Is the program regularly **evaluated and modified** based on the findings?

(alternative language services = the additional services that make basic education equitable for ELLs)



A piece of the puzzle



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Entrance Criteria

The ELPA screener
(or a review of the previous year's ELPA)

is required

of any student who indicates a language other than English for either of the two questions required by the Home Language Survey.

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Entrance Criteria

The ELPA screener
(or a review of the previous year’s ELPA)

is required

of any student who indicates a language other than English for
either of the two questions required by the Home Language
Survey.

Results must be less than a year old.



Entrance Criteria

After administering ELPA Screener to
determine eligibility,



Entrance Criteria

If an LEA believes a student still may not
qualify for
an alternative language program

[ie. the student has scored AP on the
screener and is not in PreK],

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Entrance Criteria

the LEA may administer one of the
approved Reading and Math assessments.

**The student must be performing at or
above grade level in both Reading and
Math.**

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Entrance Criteria

If the student is not performing at or above grade level in both areas, he/she qualifies for an alternative language program.



Entrance Criteria

The LEA must code these students as LEP and provide services as required by OCR and Title III.



ELPA Screener

Only consider an Advanced Proficient score for non-entry into program



Pre-K Entrance Criteria

Entrance

All Pre-K students qualify as LEP based on the Home Language Survey.

This applies to school-based, non-profit programs serving 3-5 year olds.



Kindergarten Entrance Criteria Before December 1st

Entrance

All K students qualify as LEP based on the Home Language Survey.



Kindergarten Entrance Criteria Before December 1st

The ELPA Screener must be administered to all Kindergarten students whose home language survey indicates a language other than English.



Kindergarten (after December 1) – Second Grade Entrance Criteria

ELPA/ELPA Screener	Reading	Math
<i>ELPA Screener [after December 1st]:</i> Student scores below Advanced Proficient. <i>Annual Spring ELPA</i> from previous year's cycle: Student scores <i>Basic, Low Intermediate, High Intermediate</i>	Student scores below grade level as defined by the assessment.	
	<ul style="list-style-type: none">- DIBELS Next- DRA: Developmental Reading Assessment version 2 (1st & 2nd)- Fountas & Pinnell- LAS Links: Language Assessment Scales- MLPP: Michigan Literacy Progress Profile- Star Early Literacy- Woodcock Muñoz Complete Battery 2005/2010 Editions	Local Common Assessments aligned to state standards and benchmarks.

Student meets one or more of the above criteria to enter ELL alternative language program.

Third – Eighth Grade Entrance Criteria

ELPA/ ELPA Screener	Reading	Math
<i>ELPA Screener:</i> Student scores below Advanced Proficient. <i>Annual Spring ELPA</i> from previous year's cycle: Student scores <i>Basic, Low Intermediate, High Intermediate</i>	Student scores <i>not proficient</i> or <i>partially proficient</i> on one or more state standardized test, or below grade level as defined by the assessment listed.	
	MEAP (or MEAP Access/MIAccess as applicable) <ul style="list-style-type: none">• Reading• Writing (4th & 7th)• Math	

Student meets one or more of the above criteria to enter ELL alternative language program.



If a student's MEAP scores are unavailable,

districts may elect to use one of the approved, alternate assessments for determining grade level performance in reading in addition to administering the ELPA screener or procuring recent ELPA results.

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Students must also demonstrate grade level achievement on local common assessments in math.

Results must be less than a year old.

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Third – Eighth Grade Entrance Criteria

If MEAP is unavailable

ELPA	Alternative Reading Assessments	Math
<i>ELPA Screener:</i> Student scores below Advanced Proficient. <i>Annual Spring ELPA from previous year's cycle:</i> Student scores <i>Basic, Low Intermediate, High Intermediate</i>	Student scores below grade level as defined by the assessment. ❖ DIBELS Next (3 rd – 5 th) ❖ DRA: Developmental Reading Assessment version 2 ❖ Fountas & Pinnell ❖ LAS Links: Language Assessment Scales ❖ QRI-5: Qualitative Reading Inventory (6 th – 8 th) ❖ Scantron Performance Series (6 th – 8 th) ❖ SRI: Scholastic Reading Inventory (6 th – 8 th) ❖ Star Reading ❖ Woodcock Muñoz Complete Battery 2005/2010 Editions	Local Common Assessments aligned to state standards and benchmarks.

Student meets one or more of the above criteria to enter ELL alternative language program.

Ninth – Twelfth Grade Entrance Criteria

ELPA/ ELPA Screener	Reading	Math
<i>ELPA Screener:</i> Student scores below Advanced Proficient. <i>Annual Spring ELPA from previous year's cycle:</i> Student scores <i>Basic, Low Intermediate, High Intermediate</i>	Student scores <i>not proficient or partially proficient</i> on one or more state standardized test, or below grade level as defined by the assessment listed.	
		MME Reading Writing Math

Student meets one or more of the above criteria to enter ELL alternative language program.



If a student's MEAP or MME scores are unavailable,

districts may elect to use one of the approved, alternate assessments for determining grade level performance in reading in addition to administering the ELPA screener or procuring recent ELPA results.



Students must also demonstrate grade level achievement on local common assessments in math.

Results must be less than a year old.



Ninth – Twelfth Grade Entrance Criteria

If MEAP is unavailable

ELPA	Alternative Assessments	Math
<i>ELPA Screener:</i> Student scores below Advanced Proficient. <i>Annual Spring ELPA</i> from previous year's cycle: Student scores <i>Basic, Low Intermediate, High Intermediate</i>	Student scores below grade level as defined by the assessment. <ul style="list-style-type: none">❖ LAS Links: Language Assessment Scales❖ QRI - 5: Qualitative Reading Inventory❖ Scantron Performance Series❖ SRI: Scholastic Reading Inventory❖ Star Reading❖ Woodcock Muñoz Complete Battery 2005/2010 Editions	Local Common Assessments aligned to state standards and benchmarks.

Student meets one or more of the above criteria to enter ELL program.



Special Circumstances:

In State Moves of FLEP students

If a student was exited by another district within the state of Michigan, the receiving district must determine if the student is still at or above grade level in reading and math.



Special Circumstances: In State Moves of FLEP students

- FLEP students may re-enter the ELL Program if there are concerns
- The receiving district may uphold the sending district's exit status and monitor the student's progress



Students who do not qualify as Limited English Proficient

- Are not coded in MSDS as ELL/LEP
- Do not take the full ELPA in the spring
- Are monitored for academic achievement with the general education population



Students who do not qualify as Limited English Proficient

- May be identified for Title I or 31a services
- May enter or re-enter the ELL/LEP program at a later time

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Scenario 1:



- 9th grade
- Enrolling from Michigan district
- Language other than English
- ELPA: Proficient on previous spring
- Last year: alternative language services – ESL teacher consultant, after-school tutoring
- MEAP: Partially Proficient on Reading

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Scenario 1:



Student qualifies for an alternative language program since one of the criteria as met: partially proficient on MEAP.



Scenario 2:



6th grade

- Enrolling in October from a different state
- Language other than English
- In US schools since Kindergarten
- ELPA Screener: Advanced Proficient
- Reading assessment: 2 years below grade level; patterns of decoding errors
- Math assessment: 75% on 6th grade assessment



Scenario 2:



The student qualifies for an alternative language program since he meets at least one of the criteria: below grade level performance in reading.

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Scenario 3:



- 2nd grade
- Enrolls in December
- Language other than English
- First enrollment in US schools
- Enrolled in school for two years in home country
- ELPA Screener: Basic

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Scenario 3:

The student qualifies for an alternative language program since at least one of the criteria was met: score of Basic on the ELPA screener.

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4th grade

Scenario 4:

- Attending same school since kindergarten
- Language other than English is reported for native language after discussing home language survey with trained office personnel
- ELPA Screener: Advanced Proficient
- 3rd grade MEAP reading : 1
- 3rd grade MEAP math : 1

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Scenario 4:

The student is not eligible for an alternative language program. He scored Advanced Proficient on the ELPA screener and was above grade level in Reading in Math.

4th grade

He met zero of the three criteria.



Exit Criteria

- Students **must** have results from the annual spring ELPA assessment to be considered for Exit.



Exit Criteria

- Students **must not** be Exited from ELPA Screener results. Only the full ELPA results are used when determining Exit eligibility.



Exit Criteria

- Students **must** demonstrate at or above grade level performance in Reading and Math on State Standardized tests on the schedule put forth by Title I.



Legal References

ESEA/NCLB 9101 Definitions

(25) **LIMITED ENGLISH PROFICIENT** —The term 'limited English proficient', when used with respect to an individual, means an individual—

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

(i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);



Pre-K Entrance Criteria

Exit

No exit for Pre-K.

Identified LEP Pre-K students

- administered the ELPA Screener
- provided services according to their language proficiency level



The Use of Norm Referenced Assessments as Criteria for Determining Exit

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Kindergarten – Second Grade Exit Criteria

ELPA	Reading	Math
Student receives an overall proficiency score of <i>Proficient or Advanced Proficient</i> .	Student scores at or above grade level as defined by the assessment.	
	<ul style="list-style-type: none">- DIBELS Next- DRA: Developmental Reading Assessment version 2 (1st & 2nd)- Fountas & Pinnell- LAS Links: Language Assessment Scales- MLPP: Michigan Literacy Progress Profile- Star Early Literacy- Woodcock Muñoz Complete Battery 2005/2010 Editions- <i>Gates McGinitie*</i>- <i>ITBS: Iowa Test of Basic Skills*</i>- <i>NWEA: Northwest Evaluation Association*</i>- <i>Terra Nova*</i>	Local Common Assessments aligned to state standards and benchmarks.

Student meets all three of the above criteria to be considered for exit from the ELL alternative language program.

Kindergarten – Second Grade: Exit

- It is recommended that students are kept in the ELL program up to third grade and considered for exiting only after obtaining state content assessment results in reading and math.



Kindergarten – Second Grade: Exit

- Assessments administered below third grade may not reflect the cognitive and linguistic complexity needed to successfully demonstrate English academic language proficiency.



Kindergarten – Second Grade: Exit

- To prevent premature exit from the ELL alternative program that may make students susceptible to failure at later grade, ELL students must demonstrate proficiency with more cognitively and linguistically complex tasks.



Kindergarten – Second Grade: Exit

- In lieu of exiting ELL services, consultation by a highly-qualified Bilingual/ESL teacher with regular progress checks may be a component of the alternative language programming provided to students who have met all three criteria.



Third – Eighth Grade Exit Criteria

ELPA	Reading	Math
Student receives an overall proficiency score of <i>Proficient or Advanced Proficient</i> .	Student scores at the Proficient or Advanced Proficient level.	
	MEAP (or MEAP Access/MiAccess as applicable) <ul style="list-style-type: none">• Reading• Writing (4th & 7th)• Math	

Student meets all three of the above criteria to exit the ELL alternative language program.



Third – Eighth Grade Exit Criteria

**If MEAP is
unavailable**

ELPA	Reading: Alternative Assessments	Math
Student receives an overall proficiency score of <i>Proficient or Advanced Proficient</i> .	Student scores at or above grade level as defined by the assessment.	
	<ul style="list-style-type: none">❖ DIBELS Next (3rd – 5th)❖ DRA: Developmental Reading Assessment version 2❖ Fountas & Pinnell❖ LAS Links: Language Assessment Scales❖ QRI-5: Qualitative Reading Inventory (6th – 8th)❖ Scantron Performance Series (6th – 8th)❖ SRI: Scholastic Reading Inventory (6th – 8th)❖ Star Reading❖ Woodcock Muñoz Complete Battery 2005/2010 Editions❖ ACT PLAN/EXPLORE* (8th)❖ Gates McGinitie*❖ ITBS: Iowa Test of Basic Skills*❖ Terra Nova*❖ NWEA: Northwest Evaluation Association*	Local Common Assessments aligned to state standards and benchmarks.

Student meets all of the above criteria to exit the ELL alternative language program.

Ninth – Tenth Grade Exit Criteria

ELPA	Reading	Math
Student receives an overall proficiency score of <i>Proficient</i> or <i>Advanced Proficient</i> .	Student scores at or above grade level as defined by the assessment.	
	<ul style="list-style-type: none">❖ LAS Links: Language Assessment Scales❖ QRI-5: Qualitative Reading Inventory❖ Scantron Performance Series❖ SRI: Scholastic Reading Inventory❖ Star Reading❖ Woodcock Muñoz Complete Battery 2005/2010 Editions❖ NWEA: Northwest Evaluation Association*❖ ITBS: Iowa Test of Basic Skills*❖ Gates McGinitie*❖ Terra Nova*❖ ACT PLAN/EXPLORE *	Local Common Assessments aligned to state standards and benchmarks.

Student meets all of the above criteria to exit the ELL alternative language program.



Eleventh - Twelfth Grade Exit Criteria

ELPA	Reading	Math
Student receives an overall proficiency score of <i>Proficient</i> or <i>Advanced Proficient</i> .	Student scores at the Proficient or Advanced Proficient level.	
	Reading, Writing MME	Math MME

Student meets all of the above criteria to exit the ELL alternative language program.



Eleventh - Twelfth Grade Exit Criteria

Since most twelfth grade students will be exited from the alternative language program upon graduation, when needed twelfth grade may use the previous spring’s MME results.



Eleventh - Twelfth Grade Exit Criteria

If MEAP is
unavailable

ELPA	Reading: Alternative Assessments	Math
Student receives an overall proficiency score of <i>Proficient</i> or <i>Advanced Proficient</i> .	Student scores at or above grade level as defined by the assessment.	
	<ul style="list-style-type: none">❖ LAS Links: Language Assessment Scales❖ QRI-5: Qualitative Reading Inventory❖ Scantron Performance Series❖ SRI: Scholastic Reading Inventory❖ Star Reading❖ Woodcock Muñoz Complete Battery 2005/2010 Editions❖ ACT PLAN/EXPLORE *❖ NWEA: Northwest Evaluation Association*❖ ITBS: Iowa Test of Basic Skills*❖ Gates McGinitie*❖ Terra Nova*	Local Common Assessments aligned to state standards and benchmarks.

Student meets all of the above criteria to exit the ELL alternative language program.



ACT Benchmark Scoring

	Composite Score Range	Minimum Score Necessary for Exit	
		English	Math
EXPLORE – 8 th grade	1 to 25	13	17
EXPLORE – 9 th grade	1 to 25	14	18
PLAN – 10 th grade	1 to 32	15	19
ACT – 11 th & 12 th grade	1 to 36	18	22



Scenario 1:

- 11th grade student
- ELPA: Proficient
- MME: Proficient in all areas



Scenario 1:

- Exited from ELL services
- Reclassified as FLEP
- Monitored for 12th grade year as a FLEP student

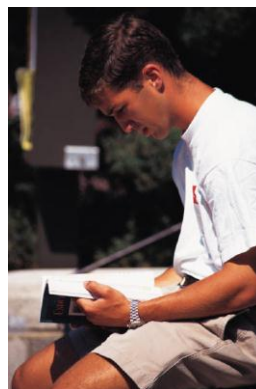


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Scenario 2:

- 9th grade
- ELPA: Advanced Proficient
- MEAP: over one year old
- ACT English: 12
- ACT Math: 15

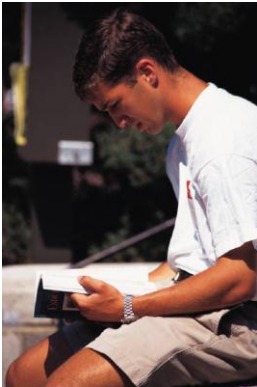


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Scenario 2:

Since the student did not make the minimum scores for demonstrating grade level proficiency in English or Math, the student remains eligible for services.



Scenario 3:

- 2nd grade
- ELPA: Advanced Proficient
- Alternative Reading Assessment: DRA – met minimum score for grade level proficiency
- Math: performing at grade level.



Scenario 3:

- Two Possible Options
- The school determines that he will remain eligible for services until after he receives MEAP scores in third grade.



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The Role of Teacher Input

- Teacher input is an important factor in designing the alternative language program of services and determining what additional, supplemental a student may need.

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The Role of Teacher Input

- Teacher input complements the data and is not in lieu of the data.



The Role of Parent Input

- Parent input is an important factor in designing the alternative language program of services and determining what additional, supplemental a student may need.



The Role of Parent Input

- Parents not wishing ELL services have the right to waive services for their child.



Special Circumstances:

Special Education

In progress

- IEP
- Impact of learning disabilities
- Annual ELPA
- Bilingual/ESL Teacher included throughout the entire eligibility determination process
- Guidelines



Special Circumstances:

Migrant Students

Eligible Migrant Students with a QAD that is less than 1 year old.

- Administer the ELPA screener



Special Circumstances:

Migrant Students

- **If** student scores Advanced Proficient on the ELPA Screener,
 - Administer one of the secondary language tests on the list of approved assessments [Woodcock Munoz or LAS]



Special Circumstances: Migrant Students

- **If** the student scores in the proficient range on the secondary language assessment

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Special Circumstances: Migrant Students

- and is at or above grade level in Reading on MEAP, or an alternative approved assessment,

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Special Circumstances: Migrant Students

- and the student demonstrates grade level or above performance on the local Math assessment,



Special Circumstances: Migrant Students

- **Then** the student meets the requirements for exit.



Additional Elements

- ❖ Guiding Principles from ELPS
- ❖ Additional Comments section



Adding Additional Assessments



Implementation

- Presentation at the September conference.
- Memorandum sent to district administrators.
- Documentation sent to all districts.
- PowerPoint sent with documentation as training material.
- Onsite trainings at ISDs as requested.
- Webinars for training.
- Webdialogues for training.
- Information shared with the Advisory Committee.

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If you have concerns or questions
about the content,
please email Shereen Tabrizi
directly by November 1st.

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Thank you!
Additions, comments, questions,
ideas and suggestions are
appreciated!



Giving something extra puts students on top!

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